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Montana Dropout Statistics Collector's Handbook

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Montana
Dropout Statistics

Collector's Handbook

This data will contribute to a national dropout statistics database.
Comparable national and state-by-state dropout statistics are available.

Dropouts are the count of individuals who:

1) were enrolled in school on the date of the previous year October enrollment count or at some time during the previous school year and were not enrolled on the date of the current school year October count,

or

2) were not enrolled at the beginning of the previous school year but were expected to enroll and did not re-enroll during the year ("no show") and were not enrolled on the date of the current school year October count,

and

3) have not graduated from high school or completed a state- or district-approved high school educational program,

and

4) have not transferred to another school, been temporarily absent due to a school-recognized illness or suspension, or died.

See the table on page 4 to determine if a student is or is not a dropout.

Definition developed as a cooperative effort between the National Center for Education Statistics and Montana school districts Consistent with the requirements of the NCES Common Core of Data (CCD) reporting

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Helena, MT 59620-2501

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Dropping out doesn't begin the day a student stops coming to school. It starts long before that.

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For information about the Montana Dropout Statistics Collector's Handbook or other information mentioned in this publication, contact Dori Nielson at the Office of Public Instruction, PO Box 202501, Helena, MT 59620-2501, (406) 444-3656; Jeff Blessum, Highwood Schools (406) 733-2081; or Jan Thomson, Great Falls (406) 453-6242.

I. Purpose—
Objectives for gathering dropout data

What is the purpose for gathering dropout data?

1. **To provide information to analyze existing programs and target dropout prevention and intervention strategies.**

   Gathering dropout data and maintaining annual records provide longitudinal information on students which allows a district to observe its unique patterns of school dropouts. That information may assist schools to target prevention and intervention programs and policies that focus on local circumstances and address the problems at their roots, not just react to the symptoms.

   A school district might discover that its school dropouts are primarily students who work part-time, males in 10th grade, teenage mothers, students who move often, female students with few credits, students with weak academic programs, children who moved in vulnerable middle school years, or some other factor. That information could help focus resources and impact the grade level and structure of counseling programs, academic area programs, alternative schools, and attendance or retention policies. Additional information is available in a monograph published by the Office of Public Instruction, Toward Graduation for All Students: Coordinating School, Family, and Community Activities for Student Success, which may be obtained by calling (406) 444-2086 at the Office of Public Instruction.

2. **To assist schools to meet accreditation standards for follow-up studies of students no longer in attendance.**

   The Montana School Accreditation Standards (10.55.603, ARM) require schools to do follow-up studies of graduates and students no longer in attendance. The Record of School Leavers provides an information base for follow-up. If the Record of School Leavers is maintained for all grades, patterns of mobility (transferring) and dropping in and out may be observed over a period of time. In a larger district, the school records of students transferring within the district might be followed to observe the effectiveness of a specific curriculum area and to observe whether future performance in math, for instance, is similar for students who remain in the school or if it differs significantly.

   One type of study might analyze programs to address factors that are common over the years among recorded dropouts—programs to keep teenage mothers in school, methods of working with students with histories of many moves and schools, or varied scheduling for students who work—to determine if prevention programs reduce the dropout rate. The record would also provide a list of names for survey purposes.

3. **To provide reliable and uniform dropout data.**

   Reliable dropout data does not exist unless common reporting procedures are used. Schools must keep systematic records of students who enter or leave their systems. Without those records, there is no way to verify whether a student who is considered a dropout in one year may also be considered a dropout in another year or in another school.

Dropout rates can be calculated and reported in three different ways:

- event rates (snapshot of those who drop out in a single year),
- status rates (proportion of population who have not completed school and are not enrolled), and
- cohort rates (comprehensive picture which follows a sample group of students over time and generalizes their rate to a larger group).

Each of these methods has disadvantages. The collection method used in this handbook is an event rate adapted from the National Center for Education Statistics (NCES) at the U.S. Department of Education. The Center recognized the need to establish a workable common understanding of "dropout" and involved 30 states in field tests of a variety of methods and definitions. The method that was adopted uses a yearly event rate and was compatible with school record keeping and other data gathering efforts.

II. Determining Dropouts— How to gather data

How do I know what some of the dropout terms mean?

Specific dropout terms used in this handbook are defined below.

A. Montana Dropout Glossary

Dropout: An individual who: (1) was enrolled in school on the date of the previous year October enrollment count or at some time during the previous school year and was not enrolled on the date of the current school year October count, *or* (2) was not enrolled at the beginning of the previous school year but was expected to enroll and did not re-enroll during the year ("no show") and was not enrolled on the date of the current school year October count, *and* (3) has not graduated from high school or completed a state- or district-approved high school educational program, *and* (4) has not transferred to another school, been temporarily absent due to a school-recognized illness or suspension, or died.

Enrollment Count: Count of all students on current roll as of the first Monday in October. A student cannot be counted as enrolled if absent for more than 10 consecutive days and the student has not returned to school.

Expulsion: Discplinary action by the board of trustees removing a student from a school program. Expulsion is available only to the board of trustees.

Gender/Sex: An individual's gender, male (M) or female (F).

General Education Development (GED): A high school equivalency certificate granted to individuals who have not completed a formal high school education but have achieved satisfactory scores on a comprehensive test that appraises educational development.

Graduate: Individual who has received formal recognition from school authorities, by the granting of a diploma, for completing a prescribed program for students in a secondary level school. This does not include other completers, high school equivalency (GED) recipients, or other certificate recipients.

Race/Ethnicity: The general racial or ethnic category which most clearly reflects the individual's recognition in his or her community, or with which the individual most identifies. In school year 2000-2001, additional categories will be added: a separate Native Hawaiian/Pacific Islander category and, pending decisions about multi-racial categories, students may be identified in several categories.

- **American Indian or Alaskan Native**—Any individual 1) who is a member of a tribe, band, or other organized group of Indians, including those tribes, bands, or groups terminated since 1940, and those recognized by the state in which they reside, or who is a descendant, in the first or second degree,* of such members, or 2) is considered by the Secretary of the Interior, Bureau of Indian Affairs or Indian Health Service to be an Indian for any purpose, or 3) is an Eskimo or Aleut or other Alaskan Native.
  *First degree refers to parents and second degree refers to the child's grandparents.
- **Asian or Pacific Islander**—A person having origins of any of the original peoples of the Far East, Southeast Asia, the Indian subcontinents, or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.
- **Black (not Hispanic)**—A person having origins in any of the black racial groups of Africa.
- **Hispanic**—A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race.
- **White (not Hispanic)**—A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Suspension: Discplinary action by a teacher, superintendent or principal, removing a student from a school program.

Student: Individual for whom instruction is provided in an elementary or secondary education program (not an adult education program) that is under the jurisdiction of a school or other education institution.

Transfer: A student who exits from one educational institution to enroll in another.

Vocational Education Concentrator: A student who, upon graduation, will have received at least three units of credit in a single vocational program area or in a blend (combination of vocational courses in two or more program areas). A unit is two semesters of study. See attached area sheet

B. Summary of School Leaver Status

How do I know whether a student who left school is or isn't a dropout?

The following summary provides a table of situations with indications as to whether or not the individual is considered a dropout.

A student who:	Is a dropout?
1. Graduated	No
2. Left school after reaching the age up to which the district provides free public education; may have received a certificate but not a diploma (i.e., certificate of attendance)	Yes
3. Was in membership only during the summer between school years (not in regular school membership)	No
4. Died	No
5. Left school and education status is now unknown, <u>but</u> has no record of graduation, completion of approved program, or death	Yes
6. Moved out of district, out of state, or out of the United States and is not known to be in school	Yes
7. Transferred to, and is in membership in:	
a. Another public school in the district or a public school system, in or out of state	No
b. Private elementary or secondary school, in or out of state.	No
c. Home school that is registered with the county superintendent	No
d. State-funded schools (e.g., Pine Hills, School for the Deaf and the Blind)	No
e. Early college (baccalaureate credit) admissions before receiving high school diploma	No
f. Adult education program in a <u>postsecondary school</u> that is not a formal high school program	Yes
8. Completed education program <u>formally recognized</u> by school authorities for students who had not yet met graduation or school completion requirements (i.e., completed a formal high school program resulting in GED or completed IEP requirements)	No
9. Is in an institution that is not primarily providing a formal high school education program (Army, Swan River Camp, vocational school) and is not considered a state-funded school	Yes

10. Is in a district and not in school:

    a. Not yet in membership but family has indicated late enrollment (e.g., seasonal work demands) ..... No

    b. Temporarily absent (beyond 10 days) because of illness:

        i) Verified by the school as a legitimate absence ..... No

        ii) Not verified as a legitimate absence ..... Yes

    c. Long-term because of illness and not receiving educational services (e.g., severe physical or emotional illness, treatment center with no education program) ..... No

    d. Absent because of disciplinary action:

        i) Suspended or expelled with option to return and suspension or expulsion period not yet over ..... No

        ii) Exceeded district attendance policy for obtaining credit (e.g., 14-day rule, 10-day rule) and not attending during period of no credit ..... Yes

        iii) Suspended or expelled and period has expired; student has not returned ..... Yes

        iv) Expelled; no option to return and not in another school ..... Yes

        v) Expelled; transferred to and in membership in another school or district ..... No

11. In alternative education setting (e.g., hospital/homebound instruction, special education residential, correctional institution; community or technical college):

    a. Program administered by agency considered a regular school program or extension of a regular school district program ..... No

    b. Program is off-campus offering of regular school district ..... No

    c. Program not approved or administered by district; classified as adult education ..... Yes

1. Reason for Leaving School—Codes for Records

How can I keep track of why a student left school?

A coded system provides a guide to keep track of reasons students leave school, whether or not they are dropouts. Some districts already use a coded table of reasons to make recordkeeping easier.

a. Dropout—*Asterisks (*) indicate a new or revised code.*

01—Academic difficulty—The student left school because of academic difficulty.

02—Attendance difficulty—The student left school because of noncompliance with attendance and credit policy.

03—Economic reasons—The student left school because of economic reasons, including inability to pay school expenses and inability of parents to provide suitable clothing.

04—**Employment**—The student left school to seek or accept employment, including employment required to support parents or other dependents.

*05—**Expelled**—The student was required to leave school by action of the board of trustees, and will not be allowed to return, or did not return after the expulsion period ended. Any relevant information obtained during resulting hearings or proceedings should be incorporated in the student record. (See next page for expulsions not counted as dropouts.)

*19—**Suspended**—The student was required to leave school by authority of a teacher, superintendent, or principal, and did not return after the suspension period ended. (See next page for suspension not counted as droupouts.)

06—**Illness**—The student left school because of illness.

07—**Job Corps or similar program**—The student left school to join the Job Corps or a similar program.

08—**Language difficulty**—The student left school because he or she was experiencing difficulty with language.

09—**Marriage**—The student left school because of marriage.

10—**Military**—The student left school to join the military.

11—**Need at home**—The student left school to help with work at home, including work on the family farm.

12—**Over compulsory age**—The student left school because he or she was over the age that a student is legally required to attend school (the latter of age 16 or 8th grade completion).

13—**Pregnancy**—The student left school because of pregnancy.

14—**Poor personal relationships**—The student left school because of poor personal relationships.

15—**Reached maximum age**—The student left school because he or she reached the maximum age allowed by the district and was no longer eligible for instruction.

16—**Other known reason**—The student left school or was required to leave for some known reason other than those listed above. Any such reason should be specified.

17—**Unknown Reason**—The student left school for a reason which is not known .

18—**GED**—The student left school to obtain a GED (General Educational Development).

b. Other Reasons, Not Dropout—*Asterisks (*) indicate a new or revised code.*

20—**Alternative education**—The student is in an alternative education setting (e.g., off-campus extension, hospital/homebound instruction, special education residential, correctional institution evaluation).

21—**Articulated**—The student completed the education program of this school (if an elementary school) and moved to a higher-level program at another school.

22—**Death**—The student died and will be removed from the rolls.

23—**Graduated**—The student completed the required high school program and received a diploma.

24—**Long-term illness**—The student is receiving treatment or recovering from a severe physical or emotional illness or drug/alcohol abuse and the district has validated the need for long-term absence.

*25—**Expelled with option to return—short-term out-of-school (10 days or less)**—The student was expelled, but has the option to return and that period is not yet over.

*33—**Suspended with option to return—short-term out-of school (10 days or less)**—The student was suspended, but has the option to return and that period is not yet over.

*26—**Expelled with option to return—long-term out-of-school (more than 10 days)**—The student was expelled, but has the option to return and that period is not yet over.

*34—**Suspended with option to return—long-term out-of-school (more than 10 days)**—The student was suspended, but has the option to return and that period is not yet over.

27—**Expulsion for Handgun—Gun-Free Schools Act**—The student was expelled under the provisions of Section 20-5-202(2) MCA for possessing a handgun on school property.

28—**Expulsion for Rifle/Shotgun—Gun-Free Schools Act**—The student was expelled under the provisions of Section 20-5-202(2) MCA for possessing a rifle or shotgun on school property.

29—**Expulsion for Explosive Device—Gun-Free Schools Act**—The student was expelled under the provisions of Section 20-5-202(2) MCA for possessing an explosive device on school property.

*35—**Expulsion for Other Dangerous Weapons**—The student was expelled for possessing on school property a weapon or device capable of causing death or serious injury [18 USC 930(g)21].

30—**Transfer, Home School**—The school has been notified by a parent that the student is enrolled in a home school that is on record with the county superintendent.

31—**Transfer, Public or Private School**—A transcript request for record has been received from a public or private school or from a high school program that is part of a Job Corps or similar program with a high school education program (not GED).

32—**Certificate of Completion**—The student has exited an educational program through receipt of a certificate of completion, fulfillment of an IEP or similar mechanism.

2. Records of Students Who Leave School

How do I keep track of students who leave school during the year so that I can compile a dropout report at the end of the year?

Maintaining an annual list of all students who were enrolled, but subsequently left the school, will provide records needed to determine dropouts. That list must be checked against the enrollment for the current year to assure that a student who left school but has re-enrolled, is not counted as a dropout. Maintaining, updating, and checking this record will be an ongoing task. Field tests indicate that keeping an updated roster of school leavers can substantially reduce the number of transfers erroneously classified as dropouts.

A sample form of Record of School Leavers is shown in Illustration 1 and indicates data items for each school leaver. Examples of individual records are shown in **Section III, B—Information Reported.** A blank form is included in **Section III, C, 1—Record of School Leavers.**

Illustration 1—Record of School Leavers

Student Name	Student ID #	Date Last in School	Grade NOT Attended	Gender	Race/ Ethnic	*Voc. Ed. Concent.	IEP Y/N	Reason for Leaving	√ Fall "No Show"	Dropout Y/N	Remarks

*Column added in 1999-2000. See definitions, pages 3-4, and discussion on page 5.

The information on the Record of School Leavers includes:

- student name and ID# (if a district uses one) allow records to be matched and duplicates or re-enrollments to be eliminated.
- date last in school and grade not attending (the class level that is impacted if student is a dropout) helps keep track of time of year students drop in and out during the year.
- gender, race/ethnicity, IEP and reason for leaving (codes were listed in the last section) all provide additional clues when observing the data.
- vocational education concentrator is a student who, upon graduation, will have received at least three units of credit in a single vocational program or in a blend (combination of vocational courses in two or more program areas). A unit is two semesters of study.
- checking fall "no shows" (as of October dropout count) places those students in the correct dropout year.
- dropout "Yes" or "No" allows for a documented record of the dropouts for reporting and recordkeeping over the years.
- remarks allow for reference to documents, files, or records that may need to be accessed to determine the leaver status, or may be used to record subsequent re-entry or additional exits that year.

The information obtained in the record allows districts to answer a variety of questions, including whether males and females or different racial groups drop out at different grade levels, or if certain dropout reasons are more likely to impact a specific group of students.

3. Fall "No Shows"

How do I count the students who were "no shows," who completed the previous grade but did not enroll as expected in the fall?

Fall "no shows" as of October 4, 1999, are dropouts from the grade for which they did not enroll. The names of the "no shows" are recorded on the Record of School Leavers at the time of the October enrollment count and remain on the list for the year. If they re-enroll sometime during the year, a remark is made on the record.

III. Reporting Dropout Data

A. The Reporting Year

What time of the year do I count students as "dropouts"?

A "snapshot" of school membership and dropouts is provided by using a count taken at a single point in time. The date a student is counted as a dropout is the same date as the October enrollment count, which for the 1998-99 school year was October 5, 1998, and for 1999-2000 is October 4, 1999. Student data for those dates must currently be maintained by schools reporting student enrollment for both accreditation and state funding purposes.

EXAMPLE: On October 20, 1999, School District X reported as 1998-99 dropouts all students who fit the dropout definitions, and were not enrolled in school on October 4, 1999.

B. Information Reported

What do I report as dropout data for the Dropout Report?

Compiled dropout totals, by gender and race/ethnicity are reported for each grade level. The Record of School Leavers provides an information base. Before compiling totals:

- eliminate any duplicates (students who may have dropped out, re-enrolled, and dropped out again in one year)
- assign "ungraded" dropouts to the grade level most closely related to their age
- determine the correct dropout grade for students who dropped out over the summer (the grade for which they did not enroll in the fall)
- count the numbers of dropouts indicated on the record for each grade, by gender and by race

Example of recording school leavers:

- Lauri Smith completed 9th grade in the 1997-98 school year. She was expected to enroll in the 10th grade for the 1999-2000 school year. By October 5, 1998, she hadn't enrolled and was a "no show." However, in September of the 1999-2000 school year, she re-enrolled and was on the rolls on October 4, 1999. Lauri WILL NOT be reported as a 1998-99 dropout.

- Michael Allison was a 10th grade completer who became an 11th grade "no show" on October 5, 1998, and did not re-enroll during the year nor in the fall of 1999. Michael will be reported as a 1998-99 11th grade, white male DROPOUT.

- June Fox, a 9th grader, entered a drug/alcohol treatment program in November of 1998 and re-enrolled in school in February of 1999. But in April she dropped out and had not re-enrolled by October 4, 1999. June will be reported as a 1998-99 9th grade, white female DROPOUT.

- Alex Fable, an 8th grader, did not enroll for the 9th grade and is not 16 years old. His mother reported to the county superintendent that she is operating a home school, which is officially recognized by state statute. Alex WILL NOT be counted as a dropout.

Examples are recorded in Illustration 2.

Illustration 2—Record of School Leavers—Examples

Student Name	Student ID #	Date Last in School	Grade NOT Attended	Gender	Race/ Ethnic	IEP Y/N	Reason for Leaving*	√ Fall "No Show"	Dropout Y/N	Remarks
Smith, Lauri	91-105S	May 22, 98	10	F	Wh 5		13	√		Reenr 10/2/99
Allison, Michael	90-087A	May 22, 98	11	M	Wh 5		17	√	Y	
~~Fox, June~~	~~92-141F~~	~~Nov. 1, 98~~	~~9~~	~~F~~	~~Wh 5~~		~~24~~			~~Reenr Feb 2, 99~~
Fable, Alex	92-138F	May 22, 98	9	M	Wh 5		30	√		Hm Schl 9/8/98
Fox, June	92-141F	Apr. 16, 99	9	F	Wh 5		14		Y	

*See codes, page 5.

Compiling this record indicates two dropouts:

12th grade	—	0
11th grade	—	1 white male
10th grade	—	0
9th grade	—	1 white female

C. Forms

What forms have been developed for gathering this data?

Copies of forms for the Record of School Leavers and the Dropout Report can be found on the following pages. The Record of School Leavers Worksheet, p. 11, will assist schools to maintain records throughout the year that will be used for completing the School Dropout Report. The Dropout Report , p. 13, is the basic format that OPI will use each November to gather dropout data. The reasons for leaving are not currently being gathered at the state level, but should be completed and evaluated at the state level.

The dropout data will be completed on a separate Montana District Dropout Report form and reported by December of each year.

1. Record of School Leavers Worksheet for gathering dropout information. **FOR SCHOOL USE ONLY**

School:_____

School Year:_____

RECORD OF SCHOOL LEAVERS—MONTANA

Student Name	Student ID #	Date Last in School	Grade NOT Attending	Gender	Race/ Ethnic	Voc. Ed. Concent.**	IEP Y/N	Reason for Leaving*	√ Fall "No Show"	Dropout Y/N	Remarks

*Codes on back. **See definitions on page 4 and discussion on page 14.

Reasons for Leaving:

A. Dropout

01—**Academic difficulty**—The student left school because of academic difficulty.

02—**Attendance difficulty**—The student left school because of noncompliance with attendance and credit policy.

03—**Economic reasons**—The student left school because of economic reasons, including inability to pay school expenses and inability of parents to provide suitable clothing.

04—**Employment**—The student left school to seek or accept employment, including employment required to support parents or other dependents.

05—**Expelled**—The student was required to leave school by action of the board of trustees, and will not be allowed to return, or did not return after the expulsion period ended. Any relevant information obtained during resulting hearings or proceedings should be incorporated in the student record.

*19—**Suspended**—The student was required toeave school by authority of a teacher, superintendent, or principal, and did not return after the suspension period ended.

06—**Illness**—The student left school because of illness.

07—**Job Corps or similar program**—The student left school to join the Job Corps or a similar program.

08—**Language difficulty**—The student left school because he or she was experiencing difficulty with language.

09—**Marriage**—The student left school because of marriage.

10—**Military**—The student left school to join the military.

11—**Need at home**—The student left school to help with work at home, including work on the family farm.

12—**Over compulsory age**—The student left school because he or she was over the age that a student is legally required to attend school (the latter of age 16 or 8th grade completion).

13—**Pregnancy**—The student left school because of pregnancy.

14—**Poor personal relationships**—The student left school because of poor personal relationships.

15—**Reached maximum age**—The student left school because he or she reached the maximum age allowed by the district and was no longer eligible for instruction.

16—**Other known reason**—The student left school or was required to leave for some known reason other than those listed above. Any such reason should be specified.

17—**Unknown Reason**—The student left school for a reason which is not known .

18—**GED**—The student left school to obtain a GED (General Educational Development).

B. Other Reasons, Not Dropout

20—**Alternative education**—The student is in an alternative education setting (e.g., off-campus extension, hospital/homebound instruction, special education residential, correctional institution evaluation).

21—**Articulated**—The student completed the education program of this school (if an elementary school) and moved to a higher- level program at another school.

22—**Death**—The student died and will be removed from the rolls.

23—**Graduated**—The student completed the required high school program and received a diploma.

24—**Long-term illness**—The student is receiving treatment or recovering from a severe physical or emotional illness or drug/alcohol abuse and the district has validated the need for long-term absence.

*25—**Expelled with option to return**—The student was expelled, but has option to return and that period is not yet over.

*33—**Suspended with option to return**—The student was suspended, but has option to return and that period is not yet over.

*26—**Expelled with option to return—long-term out-of-school (more than 10 days)**—The student was expelled, but has the option to return, and that period is not yet over.

*34—**Suspended with option to return—long-term out-of-school (more than 10 days)**—The student was suspended, but has the option to return, and that period is not yet over.

27—**Expulsion for Handgun—Gun-Free Schools Act**—The student was expelled under the provisions of Section 20-5-202(2) MCA for possessing a handgun on school property.

28—**Expulsion for Rifle/Shotgun—Gun-Free Schools Act**—The student was expelled under the provisions of Section 20-5-202(2) MCA for possessing a rifle or shotgun on school property.

29—**Expulsion for Explosive Device—Gun-Free Schools Act**—The student was expelled under the provisions of Section 20-5-202(2) MCA for possessing an explosive device on school property.

*35—**Expulsion for Other Dangerous Weapons**—The student was expelled for possessing on school property a weapon or device capable of causing death or serious injury [18 USC 930(g)21].

30—**Transfer, Home School**—The school has been notified by a parent that the student is enrolled in a home school that is on record with the county superintendent.

31—**Transfer, Public or Private School**—A transcript request for record has been received from a public or private school or from a high school program that is part of a Job Corps or similar program with a high school education program (not GED).

32—**Certificate of Completion**—The student has exited an educational program through receipt of a certificate of completion, fulfillment of an IEP or similar mechanism.

2. School Dropout Report

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Montana Dropout Data ☐ - ☐

INSTRUCTIONS: Read the *Montana Dropout Statistics Collector's Handbook* for information on how to complete this form. The Handbook was revised in August 1999 and contains new information. Section II of the *Handbook* provides details on how to determine whether or not a student who left school is a dropout.

NOTE: Dropout data is collected by school. Please fill out one form for each accredited school. Transfer data from the School Leavers Worksheet to this form.

The dropout data collected by this form is for those students who dropped out in the previous school year (1998-99). The data for those who leave during the current school year (1999-2000) will be collected next year.

DISTRICT: _____ LE: _____

SCHOOLNAME: _____ SC: _____

GRADE LEVEL Count as of 1st Monday in October	DROPOUTS: RACIAL/ETHNIC ORIGIN (BY GENDER)										TOTAL
	MALE					FEMALE					
	American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic	Black, not of Hispanic Origin	White, not of Hispanic Origin	American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic	Black, not of Hispanic Origin	White, not of Hispanic Origin	
	AMIND	ASIAN	HISP	BL	WH	AMIND	ASIAN	HISP	BL	WH	
Grade 7											
Grade 8											
Ungraded 7-8											
TOTAL GRADES 7 & 8 DROPOUTS											

SCHOOL NAME: _____ SC: _____

GRADE LEVEL Count as of 1st Monday in October	DROPOUTS: RACIAL/ETHNIC ORIGIN (BY GENDER)										TOTAL
	MALE					FEMALE					
	American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic	Black, not of Hispanic Origin	White, not of Hispanic Origin	American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic	Black, not of Hispanic Origin	White, not of Hispanic Origin	
	AMIND	ASIAN	HISP	BL	WH	AMIND	ASIAN	HISP	BL	WH	
Grade 9											
Grade 10											
Grade 11											
Grade 12											
Ungraded High School											
TOTAL HIGH SCHOOL DROPOUTS											

PERSON COMPLETING THIS FORM

Signature	Title	Phone	Date

NOTE: In school year 2000-2001, additional racial/ethnic categories will be added:

- a separate Native Hawaiian/Pacific Islander category,
- pending decisions about multi-racial categories, students may be identified in several categories.

IV. Related Reports

Several federal programs now require information on students who leave the school system. The information gathered on the Montana Record of School Leavers (page 11) will assist with preparing each of the following reports.

A. Special Education Child Count

The Special Education Child Count, Part 3, Table 3, is due in June of each year and requests information on students exiting the special education program during the school year. Call Maxine Mougeot at 406-444-4430 for information.

B. Long-Term Out-of-School Suspension

The Long-Term Out-of-School Suspension/Expulsion report gathers information for reporting requirements for the Gun-Free Schools Act, Improving America's Schools Act, and Individuals with Disabilities Education Act. Out-of-School suspensions and expulsions of more than 10 days are reported for several categories of students by incident, weapon and violence involved and actions taken by the school or district. Call Maxine Mougeot at 406-444-4430 or Linda Benasky at 406-444-1964 for information.

C. Carl Perkins Vocational Education Concentrators

Carl Perkins federal program reports will require information to support the achievement of state goals in vocational education. Dropout information for vocational education concentrators, as defined on page 4, will assist with this reporting. Call David Hall at 406-444-4451 or Laurie Stelter at 406-444-2059 for further information.

V. Using Dropout Data

A. Calculating the Dropout Rate

How is a dropout rate calculated?

Grade Level Rate: Divide the number of dropouts (A) by the October enrollment total (B)for each grade level. Use the enrollment for the same school year for which the dropout statistic is being computed (not for the current school year).

School/District Rate: Total the enrollment and dropouts for the grades to be included in the school dropout rate. Divide the total number of dropouts [Total (A)] by the enrollment total for the number of grades [Total (B)] to be included in this rate.

Grade Level	(A) Dropout Total	(B) Enroll Total	(A)/(B) Dropout Total Rate
7			%
8			%
Ungraded 7-8			%
7-8 Total			%
9			%
10			%
11			%
12			%
Ungraded HS			%
HS Total			%

Example: Small districts with low enrollment per grade may wish to calculate a rate for the total school or a rolling five-year dropout rate. Small numbers yield distorted annual percentages: in a class of 10 students, 1 dropout would translate to a 10 percent dropout rate.

Disaggregated Rate: Additional information can be obtained by calculating the male/female dropout rates, and the rates by race/ethnicity to determine if some groups of students are more likely to drop out.

B. Communicating the Data

How can the dropout information be used to impact programs?

Dropout statistics contribute to state and national reports which may serve as reference points for local schools. Depending on local circumstances, a report might be developed for school administrators, curriculum personnel, school boards, local citizens, or students. The *Montana Statewide Education Profile* includes the Montana dropout rates.

Nancy Keenan, Superintendent
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501

Montana Dropout Data for School Year ____ - ____

Return to Dori Nielson at OPI with Fall Report Data or no later than November 1, 1999.

The dropout data collected by this form is for those students who dropped out in the previous school year (1998-99). The data for those who leave during the current school year (1999-2000) will be collected next year.

INSTRUCTIONS: Read the *Montana Dropout Statistics Collector's Handbook* for information on how to complete this form. The Handbook was revised in August 1999 and contains new information. Section II of the *Handbook* provides details on how to determine whether or not a student who left school is a dropout.

NOTE: **Dropout data is collected by school. Please fill out one form for each accredited school. Transfer data from the School Leavers Worksheet to this form.**

GRADE LEVEL Count as of 1st Monday in October (October 4, 1999)	DROPOUTS: RACIAL/ETHNIC ORIGIN (BY GENDER)										TOTAL
	MALE					FEMALE					
	American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic	Black, not of Hispanic Origin	White, not of Hispanic Origin	American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic	Black, not of Hispanic Origin	White, not of Hispanic Origin	
	AMIND	ASIAN	HISP	BL	WH	AMIND	ASIAN	HISP	BL	WH	
Grade 7											
Grade 8											
Ungraded 7-8											
TOTAL 7-8 DROPOUTS											

GRADE LEVEL Count as of 1st Monday in October (October 4, 1999)	DROPOUTS: RACIAL/ETHNIC ORIGIN (BY GENDER)										TOTAL
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	AMIND	ASIAN	HISP	BL	WH	AMIND	ASIAN	HISP	BL	WH	
Grade 9											
Grade 10											
Grade 11											
Grade 12											
Ungraded High School											
TOTAL HIGH SCHOOL DROPOUTS											

PERSON COMPLETING THIS FORM

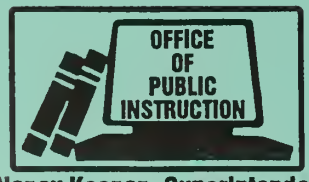
Signature	Title	Phone	Date

NOTE: In school year 2000-2001, additional racial/ethnic categories will be added:

- a separate Native Hawaiian/Pacific Islander category;
- pending decisions about multi-racial categories, students may be identified in several categories.

Questions?? Call Measurement and Accountability at (406) 444-4527 or (406) 444-6774.

Return ONLY THIS PAGE to OPI.



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